Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ *Lord of the Flies*

Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Chapters 1-4 Task

Directions:

1. Select ONE of the following prompts.
2. Decide on a creative way to present your information (See list on other side).
3. DUE: Monday, November 16th

# Prompt #1

Identify two characters who don’t have a connection to the rest of the boys. Compare and contrast these two characters: Why are they outsiders? How are they similar? Different? How does each boy feel about being an outsider?

Tips:

* Include information from each chapter to show your knowledge of the text
* Provide a balanced presentation of similar and different information

**OR**

**Prompt #2**

One main theme in this novel is civilization vs. savagery. Trace the progression of this theme from chapter one through chapter four. Select one character to represent each side of the theme for each chapter (the characters may be the same or switch from chapter to chapter). Consider: How are both sides of the theme shown in characters from the start of the novel? Do your chosen character’s switch “sides” as the book progresses? Stay the same?

Tips:

* Include information from each chapter to show your knowledge of the text
* Show why that character is a good representation of the theme.

**20 Suggestions for Presentation of Information: LOTF Chapters 1-4 Task**

Directions: Here are 20 different ways you can show me what you know. Choose one way and then, look up characteristics of that style. For example, if you are going to make a commercial, what will you have to include to make sure it is clear you are presenting your work in that recognizable format?

Remember…you are trying to select the format that will best demonstrate your knowledge in answering the prompt. If you don’t include the required information, you haven’t completed the task. So, choose wisely and think outside the box!

Use the checklist on the next page to make sure you have gathered all the necessary information. Then, put the information into your chosen presentation style. If you don’t see a style here that works for you, email me with details explaining what you would like to do. You must be approved to do your choice in order to earn credit.

Be sure to review the rubric and have it next to you when you create your task. You are being assessed on Criterion B: Organization and Criterion C: Producing text.

1. Advertisement
2. Comic strip
3. Collage—digital or non-digital (words and images)
4. Commercial
5. Create an Instagram account
6. Create a video game (explain the game)
7. Crossword puzzle with clues
8. Dance
9. Documentary film (short)
10. Magazine
11. Music
12. News Report
13. Poetry writing
14. Original Song
15. Reality TV show episode
16. Speech
17. Twitter conversation
18. Write an advice column relevant to the topic
19. Write a fable or myth about the topic
20. Write a children’s story on the topic (for lower school students)

**Checklist for LOTF Chapters 1-4 Task**

Directions: Use the checklist below for your chosen prompt to make sure you have included required material in your creative response.

# Prompt #1

Identify two characters who don’t really have a connection to the rest of the boys. Compare and contrast these two characters: Why are they outsiders? How are they similar? Different? How does each boy feel about being an outsider?

Tips:

* Include information from each chapter to show your knowledge of the text
* Provide a balanced presentation of similar and different information

Prompt #1 Information to include:

|  |  |
| --- | --- |
| Identify two boys with no real connection to the other boys |  |
| Compare the two boys (Similarities); *at least* TWO specific example used—balanced information |  |
| Contrast the two boys (Differences); *at least* TWO specific example used—balanced information |  |
| Show why they are outsiders |  |
| Explain how each boy feels about being an outsider |  |

**Prompt #2**

One main theme in this novel is civilization vs. savagery. Trace the progression of this theme from chapter one through chapter four. Select one character to represent each side of the theme (You will need to select two characters total). Consider: How are both sides of the theme shown in characters from the start of the novel? Do your chosen character’s switch “sides” as the book progresses? Stay the same?

Tips:

* Include information from each chapter to show your knowledge of the text
* Show why that character is a good representation of the theme.

Prompt #2 Information to include:

|  |  |
| --- | --- |
| “Define” what is meant by civilization and savagery |  |
| Identify one character to represent civilization and one to show savagery |  |
| Trace progression of theme; use ONE specific example from each chapter   * Chapter One, Chapter Two, Chapter Three, Chapter Four |  |
| Show why chosen character is good representation of his theme |  |

LOTF Chapters 1-4 Task Rubric for Assessment

Criterion B: Organizing

|  |  |  |  |
| --- | --- | --- | --- |
| **1-2** | **3-4** | **5-6** | **7-8** |
| **i**. makes **minimal** use of organizational structures though these may not always serve the context and intention  **ii**. organizes opinions and ideas with a **minimal degree of coherence and logic**  **iii**. makes **minimal** use of referencing and formatting tools to create a presentation style that may not always be suitableto the context and intention. | **i**. makes **adequate** use of organizational structures that serve the context and intention  **ii**. organizes opinions and ideas with **some degree of coherence and logic**  **iii**. makes **adequate** use of referencing and formatting tools to create a presentation style suitable to the context and intention. | **i**. makes **competent** use of organizational structures that serve the context and intention  **ii**. organizes opinions and ideas in a **coherent and logical** manner with ideas building on each other  **iii**. makes **competent** use of referencing and formatting tools to create a presentation style suitable to the context and intention. | **i**. makes **sophisticated** use of organizational structures that serve the context and intention **effectively**  **ii**. **effectively** organizes opinions and ideas in a **coherent and logical** manner with ideas building on each other in a **sophisticated** way  **iii**. makes **excellent** use of referencing and formatting tools to create an **effective** presentation style. |

Criterion C: Producing Text

|  |  |  |  |
| --- | --- | --- | --- |
| **1-2** | **3-4** | **5-6** | **7-8** |
| **i**. produces texts that demonstrate **limited** personal engagement with the creative process; demonstrates a **limited** degree of thought, imagination or sensitivity and **minimal** exploration of new perspectives and ideas  **ii**. makes **minimal** stylistic choices in terms of linguistic, literary and visual devices, demonstrating **limited** awareness of impact on an audience  **iii**. selects **few** relevant details and examples to develop ideas. | **i**. produces texts that demonstrate **adequate** personal engagement with the creative process; demonstrates **some** degree of thought, imagination and sensitivity and **some** exploration and consideration of new perspectives and ideas  **ii**. makes **some** stylistic choices in terms of linguistic, literary and visual devices, demonstrating **adequate** awareness of impact on an audience  **iii**. selects **some** relevant details and examples to develop ideas. | **i**. produces texts that demonstrate **considerable** personal engagement with the creative process; demonstrates **considerable** thought, imagination and sensitivity and **substantial** exploration and consideration of new perspectives and ideas  **ii**. makes **thoughtful** stylistic choices in terms of linguistic, literary and visual devices, demonstrating **good** awareness of impact on an audience  **iii**. selects **sufficient** relevant details and examples to develop ideas. | **i**. produces texts that demonstrate a **high degree** of personal engagement with the creative process; demonstrates a high degree of thought, imagination and sensitivity and **perceptive** exploration and consideration of new perspectives and ideas  **ii**. makes **perceptive** stylistic choices in terms of linguistic, literary and visual devices, demonstrating **clear** awareness of impact on an audience  **iii**. selects **extensive** relevant details and examples to develop ideas with **precision**. |